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SL
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Education



John Ward Studebaker
United States Commissioner of Education
(See page 50)

*A good thought for every vocational pupil to ponder:
"I am doing what I am doing in the way I am doing
it, only until I can find some better thing or better way."*

—W. F. STEWART.

EDITORIAL COMMENT

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LOOKING AHEAD—AND NOT FAR!

AGRICULTURAL EDUCATION under public supervision began in this country with the establishment of the Land-Grant Colleges thru the passage of the Morrill Bill in 1861. One of the purposes of this act was to make it possible for young men, of college age and in college, to secure an education definitely designed to prepare them for successful farming. The Hatch Act establishing the Experiment Stations was passed in 1887 but did not alter the character of the group trained in the colleges. The stations' primary function was to discover facts regarding various current or possible agricultural practices.

It soon became evident, however, that only a very limited group was being reached by the colleges, so the Smith-Lever Act became a law in 1912. This act established the Agricultural Extension Divisions for the express purpose of broadening the influence of the agricultural colleges upon farming practices. An "extension staff" carried the teachings of the college to all sections of the state and thru meetings, demonstrations, and other means assisted farmers, *not enrolled in college and of all ages*, in the conduct of their occupation. Special attention was first given to adults, especially those who were actively managing the farms. In more recent years much attention was given to youngsters, the boys and girls, giving training thru the medium of 4-H clubs. These young people were usually still in school, either elementary or high, altho some continued as club members after completing or leaving school.

It soon became apparent, however, that informal training was inadequate, and that some sort of formal training for farming should be provided. In 1917, therefore, the Congress of the United States passed the Vocational Education (Smith-Hughes) Act, providing for systematic education in vocational agriculture "of less than college grade" directly under the auspices of the public schools. Properly qualified teachers were to be employed as members of high school faculties and were to give instruction in agriculture to persons *fourteen years of age or over*.

I want to call attention to the shifting or progressive emphasis which the vocational agriculture program under the Smith-Hughes Act has given to various age groups. Up until 1922 and 1923 practically all of our attention was given to the so-called "all day" groups, boys regularly enrolled in high schools and taking agricultural courses for credit. In 1923, and increasing rapidly up to the present writing, recognition was given to adult education thru evening schools. Apparently without affecting the steady enrollment increase

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OUR COVER

JOHN WARD STUDEBAKER, who earned his way thru college by working as a bricklayer, and who for many years was Superintendent of Schools in Des Moines, Iowa, is now the United States Commissioner of Education. Mr. Studebaker was born in McGregor, Iowa, June 10, 1887. He earned his A. B. degree at Leander Clark College, Toledo, Iowa, in 1910, his Master's degree at Columbia, in 1917, and was granted an honorary LL.D. degree by Drake University in 1934.

The new commissioner, after his arrival in Washington, entered upon his duties quickly and enthusiastically. He greeted staff members of the Federal Office of Education, as their new chief, and immediately began to answer much correspondence that had accumulated pending his arrival. On the job but one day, the energetic head of the Office of Education hurried to New York City where he addressed the League for Political Education at the Hotel Astor on the subject, "Democracy at Work in Education." The next day he spoke to the New Jersey Council of Education in Newark, N. J., on "Adult Education Thru Forums."

Commissioner Studebaker is an able speaker, lecturer, and author. He holds membership in more than a score of national education and general associations and organizations. His progressive upbuilding of a school system in Des Moines, which in organization and administration ranks as a model for the nation, focused attention not only on the school system, but on the man responsible for it, his abilities and ideas.

"Greetings from the Office of Education to the members of your association. I thoroughly believe in the essential value of vocational education as an integral part of our American school systems. I have carried this conviction with me since I was a young lad and learned the bricklayers trade, finally passing the tests necessary to admission to the bricklayers union of which I became a member. I assure you and the association I shall do everything within my power to carry forward and to improve the programs of vocational education."

J. W. Studebaker."

(Greetings sent to the 1934 Pittsburgh Convention of the American Vocational Association)

For 20 years Mr. Studebaker was in Des Moines, first as assistant superintendent and then as superintendent of schools. During that period of time he was constantly reorganizing the school system. He revised the courses of study offered, from time to time. He initiated special education for crippled children, and personally directed a building program which involved the erection of 30 school buildings and additions, 16 of which were under construction at one time.

At the present time, in addition to directing activities of the Federal Office of Education, Commissioner Studebaker is in charge of the educational program being developed for the 600,000 CCC Camp enrollees thruout the United States. He is very much interested in the youth of the nation, and hopes eventually to develop a permanent Federal Youth Service that will aid America's young men and young women more completely and effectively than any program or set-up along this line thus far established.

Mr. Studebaker is probably better known for his successful development of the Des Moines adult education forums than for anything else. In fact, at present he is putting forth efforts to have school people thruout the United States extend and improve forum discussion thru the public schools. He says, "Parents and teachers should be united in making American democracy work in the building of better life for all. To me that means active work for civic enlightenment, for public understanding of social problems. I hope all public school people will have the boldness to take their proper places as leaders in this movement to provide facilities for free public discussion of all important public problems."—J. H. Pearson.



The Measure of a Teacher

ARTHUR K. GETMAN, Chief, Agricultural Education Bureau, State Department of Education, Albany, New York

THE background from which I can best estimate the measure of a teacher is my own educational experience, now nearing the quarter-century mark. There is no fixed standard against which to measure the teacher's stature, no exact objective by which to estimate his mental quality, no specific means by which to determine his personal power, and no social status by which to set his place of service in modern times. As yet, the measure of a true teacher has not been defined except in subjective terms and personal values. Reread Henry Van Dyke's immortal tribute to "The Unknown Teacher."



A. K. Gelman

"He keeps the watch along the borders of darkness and makes the attack on the trenches of ignorance and folly. Patient in his daily duty, he strives to conquer the evil powers which are the enemies of youth. He awakens sleeping spirits. He quickens the indolent, encourages the eager, and steadies the unstable. He communicates his own joy in the learning and shares with boys and girls, the best treasures of his mind. He lights many candles which, in later years, will shine back to cheer him. This is his reward."

Attempts to analyze the work of the teacher in terms of techniques, devices, grades and material measures of progress are unworthy of the growing profession of education. But, the personal power by which a youth is stimulated to seek after an improved self, and to achieve the spiritual insight of high purpose in building for himself, a fuller and more perfect life of wisdom and refinement;—these do not yield to any measure expressed in material awards.

Since the turn of the century, the teacher has come into a vital inheritance in child psychology. The learning process and the pupil's physical growth are now better understood and are more effectively related to the environment in which he lives, than ever before. The teaching process itself has been adapted from the scientific method and many teachers have become so skillful in organizing the materials and methods of instruction that somehow they teach, whether or not the pupils want to learn. At an earlier time, it was customary to assign mental tasks, hear lessons, train the memory and build mind power by exercise, much as we build muscle power thru strenuous toil. But, the teaching skills of this generation sharply distinguish you from this group whose psy-

chology was unsound, whose materials were far afield from the experiences of pupils and who left to chance the desirable by-products of learning which we, in our time, regard as the indispensable values of education. Now, we understand that young people already have native powers of exceptional learning value, which thru systematic guidance, may be made the means of building personality. We realize that youth has unguessed gifts. To find them and to train them is the newest quest of the teacher. From such a starting point, the true teacher begins to build human personality from values that are already good, to values that are finer.

We use the word *value* to describe the elements in our experience which distinguish by their quality rather than their quantity, like a friend's character, the beauty of a sunset or the search for truth. Geology tells the story of our earth and how it came to be; a process much longer and much more complicated than our fathers supposed. Why it took this form, rather than another, and where the element came from, geology cannot say. That is the work of philosophy, and philosophers differ in their answers. Materialists say that matter alone is reality. Idealists declare that the spirit is central. In the realm of the mind we have the ideal of truth; in conduct, the ideal of justice; in emotions, the ideal of beauty; in character, the ideals of goodness, honor and beauty. By such standards, men measure themselves and judge one another by the quality of such values. As human efforts put into materials increase their value, so the energy of high purpose and spiritual power increase *personal values*.

THE nerve of the matter is this; the measure of the true teacher is the quality of his ability to *create* values in the personal experience of youth. No smaller measure is worthy of this high calling. The life of each pupil may be divided into two factors—the *means by* which he lives, and the *ends for* which he lives. Nothing enters any more deeply into the measure of a teacher than the handling of both factors. Thru history these factors have played varying roles. One remembers the little handful of followers gathered around the Teacher in Galilee, and notes that the means by which they lived were crude and ministered only to the simplest comforts; camels and mules for transportation, a two-room house with cramped windows and doors, with animals occupying the first floor and the family the second. But, when one remembers the ends for which they lived, we get a glimpse of their personal power. It is estimated that a century ago, our

ancestors had scarcely seventy wants, of which 16 were necessities, and that there were not more than 200 articles offered for sale. Now, there are about 500 wants, 100 of which are necessities, and more than 30,000 articles urged upon us by high pressure salesmen. These are the means by which we live. In this respect, our ancient forefathers were in comparison, poverty stricken, living under fear of famine and suffering. They did not have the means by which to carry out the ideals and values in living of which they dreamed; but *we have*. We have developed unprecedented power and have created unimagined means of living in comfort. With the most amazing means of production in history, we have hunger and want; with the most amazing array of material things for human comfort, we permit large numbers of people to live on the very edge of misery and poverty, affecting both body and spirit. The trouble is not with our *means*; it is with the *ends* for which we live, and you may be sure that there is no cure for that trouble, except a renewal in our youth, of life experiences that center in human values of honor, justice and courage. When as a teacher, you are creating such values in the experience of youth, you are dealing with the ends for which they live. In vocational education, we have stressed the materials and techniques by which pupils live. In our new measure of teachers, we are thinking also of the ends for which they may be taught to live. The means for living may be likened to the field of a microscope;—the more power we apply, the greater we magnify the things seen. But the ends of life are like the field of a telescope,—looking out upon the world, we get vision and perspective.

One recalls the queer nursery jingle:

Old Mother Hubbard,
Went to the cupboard
To get her poor dog a bone,
But when she came there,
The cupboard was bare,
And so the poor dog had none.

It is bad enough to have a hungry dog and find no bone in the cupboard, but it is infinitely worse when a pupil, starting out to live in this complex world, comes to his teacher and finds that the cupboard is bare. How we hate that bare cupboard of our own spirit and the emptiness in our own life values, which come only from having lived on the lower levels. For what can one give a pupil who doubts the existence of faith and honor, who questions the reality of character values, and who comes with his problems of wanting something

worthy to live for, if this teacher's cupboard is empty?

In my school and college days, I had a total of perhaps 50 teachers. Of these, I may count exactly five who provided me with abiding values. About five of the others so shrouded the atmosphere and the personal touch, that they actually darkened the outlook for the years just ahead. The remaining 40 teachers were, I am loathe to admit, just "subject" teachers. Only five of this total array could not have been substituted by a radio or a dictaphone.

TO CREATE, one must have a storehouse from which to draw. What one teaches about the means of living and what experiences one provides for pupils to help them find new means for new conditions, is important in a mechanical age. But, to stop here is to fall short of the goal. Just as the ability to teach these means, grows out of the experience of the teacher in building accurate knowledge and skillful habits, so in providing the ends of living, sound character and deep convictions grow from his experience in life and thru life. What the teacher is, is vitally more important than what he teaches. Listen to our President's testimony to his teachers at Groton. "As long as I live, the lives of Doctor and Mrs. Peabody will mean more to me than that of any other people, next to my father and mother." Arthur Guttormann wrote of a great teacher.

"Mark Hopkins sat on one end of a log
And a farm boy sat on the other.

Mark Hopkins came as a pedagogue
And taught as an elder brother.

I don't care what Mark Hopkins
taught,

If his Latin was small and his Greek
was naught,

For the farm boy he thought, thought
he,

All thru lecture time and quiz,
'The kind of a man I mean to be
Is the kind of a man Mark Hopkins
is.' "

But, how does a teacher build such a quality of "isness"? If you accept this measure of a teacher, what steps can be taken to reach such a standard? For an answer, recall the famous words of Hamlet, as he was thinking aloud, and at the same time, speaking for all of us, "To be or not to be." To live deeply and richly or just merely live! To live by creating values or merely to exist by drifting. President Butler suggests that many persons die at thirty, but are buried at sixty.

Living on the upper levels means extending one's interests and one's contacts with people, both in range and intensity. Each teacher has his own realm of duties and his own need for abilities and he is fortunate indeed if he enjoys the daily routine. But, apart from this realm, how do you live? Are you interested in music, sports, literature, new friendships, unselfish service to your community, religion, social trends, politics and international relations? If from such a list you have not chosen vital

COVER PAGE PICTURES

We desire to run a series of cover page pictures to show the results of activities carried out by different groups in vocational agriculture. Two pictures of the situation, one at the beginning of the activity and one at the completion, showing the results, may well be used. A story descriptive of the activity (two pages of double spaced typewritten material) accompanying the pictures can be used to advantage. As expressed by one person, "We are activists." What do we have to show for it?—*The Editor.*

interests, to that extent you are existing on the lower levels. Each time you acquire a new interest and each time you learn to create new values, you increase your knowledge of life and your spiritual power over life.

Where your thoughts are, there your interest will be. If you think only of the daily routine, your bodily health, and within the limits of your immediate circle, your interest will be dull and meager. But, if you think of the vital issues of our time, practical means to work peace, the abiding realities of religion, the rich characters of literature, the beauty of nature, social justice, and the like, as a means of building your own spiritual power and convictions, you are beginning to live abundantly and eagerly. Such experiences contribute vitally to what you are; they widen and intensify your interests and your human relations.

ONE final suggestion. The greatest value perhaps in human life, is the search for truth. No more profound words were ever uttered than those of Jesus as he declared, "Ye shall know the truth and the truth shall make ye free." Certainly, our knowledge of truth in the material realm has brought unimagined freedom. Is there any reason to expect that knowledge of truth in human values could not extend such freedom, already gained, to unprecedented heights? But what is the source of such knowledge and how is it applied in better living together? By discovery, science yields the facts of the universe and of man himself. These help in understanding values, but chiefly thru the revelation of the human spirit, may such values be made real. Poets, artists and all gifted creators of goodness, beauty and truth, portray to mankind, the revelations from within. So, in building his storehouse of values, the teacher, in the final analysis, must look within his own personality, for as Robert Browning so fittingly expressed it:

"Truth is within ourselves; it takes no
rise

From outward things, whate'er you
may believe.

There is an inmost centre in us all,
Where truth abides in fullness
. . . . and, to KNOW,

Rather consists in opening out a way
Whence the imprisoned splendor may
escape,

Than in effecting entry for a light
Supposed to be without."

Magazine Staff Appointments

WE ARE glad to announce the appointment of Mr. E. R. Hoskins and Mr. M. D. Mobley to the staff of Agricultural Education. They have been appointed to fill the vacancies on the Editing-Managing Board caused by the resignations of Mr. J. D. Blackwell and Mr. Paul Chapman. We appreciate the services which Mr. Blackwell and Mr. Chapman have rendered the magazine and we wish them well in their new fields of activity. We feel confident that the newly appointed members of the board will continue to serve the magazine on the same high plane.

Mr. Hoskins, representing the North Atlantic Region, has had several years of successful experience as a teacher of agriculture in New York State. For the past six years he has been a member of the staff of the Rural Education Department at Cornell University, Ithaca, New York, assisting in the preparation of teachers of agriculture.



E. R. Hoskins

Mr. Mobley is to represent the Southern Region. He is now assistant director of vocational education in Georgia, located at Athens. Previous to his present position he has served the State of Georgia as a teacher of agriculture, professor of agricultural education, assistant state supervisor of agriculture and state adviser of the Future Farmers of America.



M. D. Mobley

Do You Have a Copy?

EVERY worker in the field of vocational education should have a copy of "Contributions of Ten Leading Americans to Education." After studying it you will want to buy additional copies to give to your friends and fellow-workers in education.

After reading the article in the attractive booklet one of the educators commented that his whole philosophy of education had been summed up in the clearest and most concise manner possible.

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Invitation and Reunion Conference for Leaders in Vocational Education for Agriculture

R. M. STEWART, Cornell University,
Ithaca, New York

THIS conference was held at Cornell University, August 10 to 17, the Department of Rural Education acting as host. Professor R. M. Stewart acted for the department in the promotion and direction of the meetings.

The conference was planned primarily as a vacation meeting. Many alumni of Cornell University who have taken advanced degrees in agricultural education and other educational leaders from other institutions and states frequently visit the Cornell Campus during mid-summer. Requests for such a conference as was held have come from many sources,—the most frequent suggestions being of the type that was followed out. The program was given over to the free discussion of five themes that represent in no small measure the problems that vocational education in agriculture must be concerned with: (1) the integration of vocational education in agriculture with general education and also with emergency types of education for special groups; (2) the teacher training problem with the demand for its redirection and new emphasis; (3) the promotion and co-ordination of research and special studies to meet the demands of the educational program; (4) the farm youth problem and our emphasis upon people as the essential factor in education; and (5) the measurement and evaluation of results as a condition of improved programs.

The leaders for the several days and themes, beginning Monday, August 12, were: Dr. A. K. Getman, Chief of the Bureau of Agricultural Education, the State Department of Education for New York; Dr. John T. Wheeler, Professor of Agricultural Education, University of Georgia, Athens; Dr. F. W. Lathrop, Specialist in Research for Vocational Education in Agriculture in the Division of Vocational Education of the Office of Education, Washington, D. C.; Mr. W. A. Ross, Specialist in Subject Matter in the same Division and National Executive Secretary for the Future Farmers of America, Washington, D. C.; and Mr. C. B. Gentry, Dean of Resident Instruction in the Connecticut State College, Storrs. These leaders varied their methods of conducting the discussion, all emphasizing, however, free discussion throughout the session. The first two emphasized the method of free discussion, the chairman controlling and directing the process; the second two emphasized the more formal panel discussions; and the fifth was a semi-formal panel. For each day, specially designated committees made reports of the problems discussed and suggestions for the record of the conference. Sixteen States and the District of Columbia were represented in the conference besides many other states represented by summer session visitors to the discussions.

In brief the conference filled a need for open and free discussion of pressing issues; (1) demand upon us for the promotion of understanding among all educational groups thru co-operative participation with school officials and school

patrons,—particularly emphasizing the responsibility for the guidance of youth educationally and vocationally and the provisions of means for youth's education; (2) the training of teachers in terms of the kinds of youth in the different age-groups and in terms of the kinds of services that such youth are called upon to render, and emphasizing the abilities that curriculums for teacher education must develop; (3) the determination of pressing problems for researches and studies in the several aspects of the program—emphasizing the importance of concerted action and co-ordination in the scientific study of problems; (4) the focusing of the attention of schools upon youth in relation to the community welfare—stressing the importance of knowing what the needs are and then providing special programs suitable to meet these needs and to do it without robbing youth of the opportunity of following farming as a business and of building a home as other groups do; and finally (5) to check results thru an adequate method and such workable devices as to give help in the reaching of objectives or in measuring progress.

Iowa Country Life Institute

H. M. HAMLIN, Iowa State College, Ames, Iowa

FOUR hundred and fifty Iowa leaders gathered at Iowa State College June 19 to 22 for the first annual Country Life Institute, a new summer quarter feature. The general theme was "The Outlook for Country Life in the Corn Belt." The occasion brought together groups not accustomed to meeting together: school teachers and administrators, farmers and farm organization leaders, county agents, editors, ministers, and other concerned in one way or another with rural life. One hundred of these people came at the special request of President R. M. Hughes to serve as "associate leaders" of conferences, led by members of the college staff, which dealt with the issues raised by the visiting speakers.

This group of people of varied interests were thrown together for the greater part of the time for the discussion of current problems of rural life and the relations of city and country. There were only a few meetings in which specialists assembled by themselves to discuss their special interests.

The speakers were characterized by the breadth of their views. National and international issues were discussed on the basis of first-hand knowledge. The implications of these issues for Iowa and for communities within Iowa were brought out in the related conferences. The ideas of the various speakers were related and unified in a panel discussion in which all the speakers took part and in a summary meeting the last evening of the institute.

Some of the ideas which seem to have struck most fire with the institute group follow:

The country has been governed since the Civil War by an unnatural alliance between city industrialists and farmers. . . . The natural political alliance of the farmer is with the industrial worker in a common farmer-labor party.—Dr. Reinhold Niebuhr.

Clearly the hope of the future is the youth on the farm and in the villages. Let us take 10 persons in our large cities,

where there is now a deficit of over 30 percent in number of children necessary to maintain a stationary population; and let us assume further that this deficit will not change, though during the past decade it increased rapidly. These 10 persons have seven children, these seven will have less than five, these five will have three and one-half. Three generations, or a century, and such a population, if this trend continues, will have fallen to about one-third the former level. Let us take 10 persons in our rural regions, where there is still fully 30 percent surplus in children above the number necessary to maintain population stationary. They now have 13 children. If this ratio can be retained these children, after they grow up, will have 17 children, and these in turn will have about 22 children. A century hence such population will have doubled, and six-sevenths of the population of the nation would be descendants of the rural people of today.—Dr. O. E. Baker.

In Iowa the problem of the out-of-school young people without gainful occupations is more serious in the rural areas and smaller cities than it is in the larger cities. This is particularly true in the case of the older girls for whom employment opportunities outside their homes are available mostly in towns and cities, not in the open country.—Dr. T. B. Manny.

Unless local responsibility, backed by willingness and ability to pay, can be maintained, all superstructure of state, county, or federal aids and regulations are sure to crash sooner or later.—Dr. J. H. Kolb.

One of the best-attended sessions was that on town-country relationships. There appeared to be general agreement with Dr. Kolb that Iowa communities in the future will embrace town and country with no marked line of division between the two. Dr. Kolb insisted that the patronage area of the high school appears to be the most natural community; he stated that the minimum area necessary for the maintenance of a good high school appears to be about 42 sections with a village having about the population of the area at the center.

Conflicts developed over the part which commercial agriculture will play in the rural life of the future but there was general agreement that more attention will be given to the improvement of living conditions and social and culture life in the country. There seemed to be a general inclination to heed Dr. O. E. Baker's warning that "Nature has provided the Corn Belt the basis for as fine a rural aristocracy as the world has ever known, but instead it is becoming a land of tenant farmers living in houses that are sometimes little more than hovels."

Probably most institute attendants would agree with George Godfrey, Iowa Master farmer, who said, in summarizing the proceedings:

"Whether we like it or not, as we listen to the dissecting of our situation we feel very much similar to the man who goes to a diagnostician and hears him say 'You have a severe case of tuberculosis. I don't know whether you will be able to come back to normal or not. It will depend on how you have lived, how you are living, etc.' That, I think, is the feeling of the average layman as he has listened to this conference."

A Collegiate Chapter of Future Farmers of America

FRED T. ULLRICH, Director of Agricultural Education,
State Teachers College, Platteville, Wisconsin

THE importance of Future Farmer organizations is no longer a matter of debate, but is generally accepted by those interested in the aims and objectives of vocational agricultural education. Therefore, one of the tasks that faces the training institutions for teachers of vocational agriculture is the providing of instruction that will best fit their trainees to promote and develop chapters of Future Farmers of America in the high schools.

About three years ago at the State Teachers College at Platteville, Wisconsin, the members of an agricultural club, which had been operative for about fifteen years, took up the proposition of transforming their club into a collegiate chapter of Future Farmers of America. After a careful consideration of the proposition, the club members decided much was to be gained and nothing lost. The officers of the agricultural club conducted all the correspondence with the state adviser of Future Farmers of America to meet requirements for affiliation with the state and national organizations, and secured the necessary charter.

The constitution adopted by the collegiate chapter conformed as much as was feasible to the constitution of a local chapter of Future Farmers in a department of vocational agriculture in a high school. Some changes were found necessary to meet the particular objectives of trainees for teaching positions in vocational agriculture, as their aims differ from those enrolled in a department of vocational agriculture in a high school. Some of the modifications that may be of greatest interest, and are illustrative of others, were in the titles of the different degrees and the qualifications for election to the degrees. The following are the degrees and the qualifications for each in the collegiate chapter at the Platteville State Teachers College:

I. Green Hand Degree

A. Be regularly enrolled in the department of agriculture of the Platteville Teachers College.

II. Future Farmer Teacher Degree

A. Be able to give a five minute talk on some rural life topic, and to answer questions on this topic satisfactorily.

B. Must have an accumulation of 100 grade points in the subjects of study accepted to apply on the course in agriculture at the Platteville State Teachers College. (The passing grades are A, B, C, and D. The grade A carries three grade points for each unit hour, grade B carries two grade points, grade C carries one, and grade D carries no grade points for each unit hour. If a student received A in all of the subjects in the first year of the agriculture course he would earn 111 grade points).

C. Recite from memory the creed of the Future Farmers of America.

D. Receive a majority vote of the membership of the collegiate chapter at a regular meeting.

III. College Farmer Teacher

A. Be able to give a ten minute talk on some rural life topic, and to answer questions on this topic satisfactorily.

B. Must have an accumulation of 250 grade points in the subjects of study accepted to apply on the course of study in agriculture of the Platteville State Teachers College.

C. Be recommended by the faculty of the department of agriculture, State Teachers College for the degree.

D. Be familiar with the parliamentary procedure by having held office in the collegiate chapter, or having passed a satisfactory test in parliamentary procedure.

E. Give evidence of ability as a prospective teacher of vocational agriculture in the practice teaching. The success in practice teaching is to be determined by the local adviser of the chapter in consultation with the teacher trainer in vocational agriculture.

These degrees and qualifications for election were formulated by a committee of members from the chapter, and after presentation and modification were adopted by the organization at a regular meeting. The feeling exists that the qualifications for the different degrees are not entirely satisfactory, and the indications are that they will be revised during the next collegiate year (1935-1936).



"The Roundup"

The collegiate chapter is affiliated with the state association of Future Farmers of America, but does not have any vote at its sessions. Thus far no representatives from the collegiate chapter have attended the state association meetings, but during the coming school year the plan is to send one or two representatives as observers. Every member of the collegiate chapter pays the same annual dues required of each member in the local chapters in departments of vocational agriculture in the high schools. The affiliation with the state association is of great value for numerous reasons not the least being the advice and encouragement to the organization from the state adviser of Future Farmers of America.

The benefits to the members of the collegiate chapter come, as would be the case in any other organization, from the active participation in the meetings and the formulation and execution of the program of work. The collegiate chapter meets biweekly in the evening. The ritual for the opening and closing of the meeting is the same with only slight modifications as that for the high school chapter. The responses by the various officers must be memorized and given in a clear and dignified manner. It seems that the members never tire of the ritual but instead are more and more inspired by it. The chief feature in the collegiate chapter during the last two years has been its program of work. This program is centered as much as possible about the future activities of teachers of vocational agriculture. Each item in the program is the special responsibility of a committee headed by a chairman, with two to four additional members. If necessary this committee may draw upon other members of the chapter; sometimes it is advisable to include the entire membership. Something of the nature of the program of work may be gathered from the program as formulated for the year 1934 and 1935.

1. Sponsoring a "Roundup" of the members of Future Farmers in the high schools in the patronage area of the State Teachers College. This "Roundup" was arranged for one of the evenings of the Farmers' Week. Many of the students who attended participated in the forenoon of the day in the livestock judging

contests of the Farmers' Week. The feature of the "Roundup" was a banquet followed by a program. About 150 students with their advisers from ten different chapters attended. (See accompanying picture.) All arrangements for the banquet were made by the members of the collegiate chapter. Each visiting member was asked to contribute about one-half of the cost of the meal, and the rest came from the funds at the State Teachers College. The courses of the banquet were interspersed with community singing under competent leadership. The program was opened and closed with the ritual of the Future Farmers of America. Among the other numbers of the program were the words of welcome by G. P. Deyoe, a member of

the agricultural staff of the college; response by Melvin Cooper, an adviser of a Future Farmer's Chapter; the principal address by Louis M. Sasman, State Adviser of the Future Farmers in the State of Wisconsin; and inspirational remarks by J. H. Pearson, Regional Agent of Vocational Agriculture for the North Central Region. This item in the program of work because of its popularity among the members of the high school chapters and the collegiate is scheduled for repetition in the college year for 1935-1936. It should be evident that a co-mingling of the Future Farmers from departments in the high schools, their advisers, the members of the collegiate chapter, and the members of the agricultural faculty of the college, under the arrangements as indicated, cannot fail to produce educational values of the highest order to all in attendance, but especially to the members of the collegiate chapter, as prospective leaders of vocational agriculture.

2. *The arrangement for and the management of judging tryouts at the Platteville State Teachers College.* These tryouts are staged at the State Teachers College Farm, and give the young men in the departments of vocational agriculture in southwestern Wisconsin the opportunity to develop skills in judging farm animals and farm crops. These tryouts are used by teachers of vocational agriculture to select those who are to represent their departments in the judging contests that follow the tryouts at the college of agriculture, Madison, Wisconsin. Last year about 150 students in vocational agriculture participated in these tryouts. In this item of the program of work, the instructor in animal husbandry at the college was the adviser for the special committee and the other members selected to arrange for and manage these tryouts.

3. *Extension of the reforestation project on the college farm.* The college farm has a tract of land of about seven acres not suitable for ordinary agricultural purposes. For the last five years the students in the department of agriculture in the college and those in vocational agriculture in the local high school have been planting each year on this acreage from 1,500 to 3,000 transplants furnished by the conservation department of the state. During the year 1934-1935 a committee from the collegiate chapter carried on the necessary correspondence for ordering the trees, healed them in after arrival at the college farm, and made all the arrangements for the planting. All of the planting of the trees, was done by the members of the collegiate chapter and the chapter in the local high school. After the planting was completed all of the students participated in a picnic for which arrangements had been made by a special committee of the collegiate chapter. Some of the features of the picnic were a game of kitten ball, pitching horseshoes, and substantial refreshments that appeal to young men after vigorous exercise.

4. *Chapter participation in home-coming parade.* Every year in the fall of the year, the Platteville Teachers College in common with many similar institutions, has a home-coming of former students and graduates. Three outstanding features of this home-coming are the football game between the college team

(Continued on page 64)

Better Advisers Through Collegiate Chapters

L. O. MURRELL, Senior, Agricultural Education Department, Louisiana State University, Baton Rouge, Louisiana.

VOCATIONAL education in agriculture will be effective in proportion as the instructor has had successful experience in the application of skills and knowledge of the operations and practices he undertakes to teach.

In all effective vocational training courses, the trainee must not only learn what to do, but he must practice the doing. Whenever the doing part of the job is omitted in any attempt at training, the instruction is not vocational.

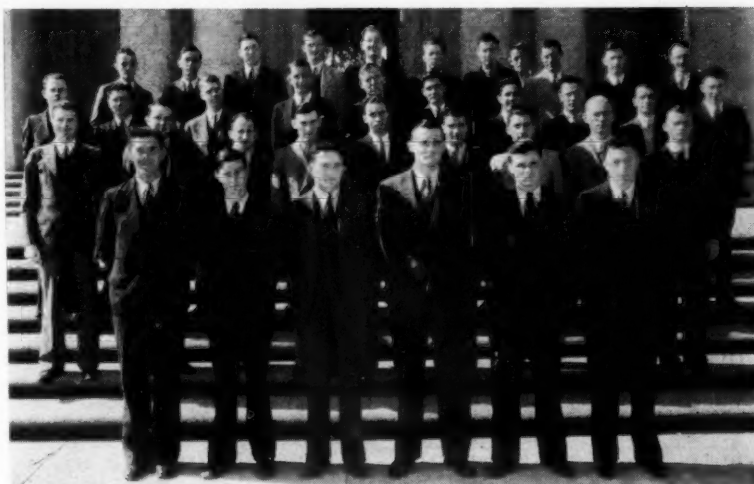
The emphasis put upon actual participation in the activities or jobs of the occupation for the pursuance of which the trainee is being trained is an outstanding, distinguishing characteristic of any vocational training course. This fact is more clearly defined in the ideals and standards of the organization of the Future Farmer training chapters established in the teacher-training departments of the agricultural colleges of the nation.

The national organization of Future Farmers of America in session at Kansas City on November 17, 1930, realized the need of intelligent leadership and wise supervision by the local adviser, so it granted permission to all teacher-training departments to establish associate chapters of Future Farmers. Louisiana State University was the first to take the forward step under the able direction of Dr. R. L. Davenport, teacher-trainer and head of the agricultural education department. His ideals of stimulating, encouraging, and directing stu-

ters. These objectives should have as close relation to those that could be generally carried out in high schools as possible. The following list of accomplishments would seem to meet the needs of the average college chapter:

1. Two meetings monthly.
2. One parliamentary practice monthly.
3. Green hand initiation.
4. Future Farmer initiation.
5. Exhibit at state fair.
6. Publish four news letters.
7. Participate in athletics.
8. Present one minstrel.
9. Present medals to F. F. A. members in state judging contests.
10. Act as hosts to F. F. A. members at state convention.
11. Give one radio broadcast.
12. Sponsor news letter contest in state.
13. Hold joint banquet with Alpha Tau Alpha.
14. Give activity emblem to chapter members.
15. Have chapter picture in college annual.
16. Sponsor annual student judging contest.
17. Five minute talk by each chapter member.

"The success of any program of education and particularly vocational education, will in the last analysis, depend very largely upon the teachers and the effectiveness of the teacher will be measured in terms of his training and experi-



Louisiana Collegiate Chapter, 1935
(Mr. Murrell, extreme left, second row from front)

dents to carry out the responsibilities of local advisers are, in a great measure, responsible for the standing Louisiana's organization received last year—that of being first in the United States.

New teachers of agriculture must be well trained to take up the direction of chapter activities, so there will be no lost motion when they enter new departments or replace other teachers. It is wise, therefore, to set up some objectives that may be followed by associate chap-

ence." S. M. Jackson, State Supervisor of Vocational Agriculture and State Adviser of the Louisiana Association of Future Farmers of America, has made a most significant statement which bears out this fact: "The training received by trainees in agricultural education in the associate chapter of the Louisiana F. F. A. Association has proved to be of inestimable value. It is recognized that in all types of work it is necessary that any in-

(Continued on page 64)



PART TIME

Farmer Classes

EVENING



Organizing and Conducting Part-Time Classes for Farm Boys Out of School

L. M. SASMAN, Supervisor of Agriculture, Madison, Wisconsin

A SERIES of committee reports developed by a class on Problems of Rural Youth conducted at Colorado State College of Agriculture, June 24 to July 12, 1935, under the direction of the writer is presented below.

This outline was developed by a class of 21 men representing nine different states. Five or six of the men had conducted part-time schools. The procedure was to have a committee deal with each subject which had been selected by the class and arranged in the approximate order in which they would be met by anyone organizing a part-time school for farm boys. The position was taken that, inasmuch as but a very small fraction of out-of-school farm boys had been reached thru a part-time program in vocational agriculture in any state and since furthermore, the program as it has developed has only scratched the surface as far as really meeting the educational needs of these boys is concerned, no one really knows very much about an adequate program of part-time schools for vocational agriculture.

Each committee report was discussed thoroughly and revised after the class discussion so that this outline represents the conclusions of the 21 men and the class leader.

I. A Form for Survey of Out-of-School Farm Boys

MISCELLANEOUS INFORMATION

1. Name _____ Age _____
2. Address _____
3. Name of parent or guardian _____
4. Address _____
5. Size of farm _____ acres. Renter or owner _____
6. County you live in _____ School district _____
7. Color or race _____
8. Distance you live from high school _____ miles. Direction _____
9. Do you have transportation? _____ Kind _____

PERSONAL INFORMATION

1. When did you last attend school? _____ Grade finished _____
2. Your reason for dropping out of school _____
3. What occupation have you followed since leaving school? _____
4. What type of farming are you most interested in? _____
5. What farming enterprises are you especially interested in? _____
6. Have you had vocational agriculture? _____ How many years? _____
7. Have you been a 4-H Club member? _____ How many years? _____
8. What property do you own? _____ Other assets _____
9. What are your hobbies? _____
10. Of what organizations are you a member? _____
11. What subjects are you most interested in studying? _____
12. What crops are produced on your home farm? _____
13. What livestock is produced on your home farm? _____
14. Have you ever conducted a successful project? _____ What kind? _____
15. Would you be interested in conducting a successful farm enterprise program? _____

This is a timely subject and considerable space is given to it in this issue. Besides the series of reports some preliminary plans for part-time classes are included. We believe Messrs. Allison, Howard, and McAdams, will profit much from such planning. The reader may obtain ideas that may assist him in carrying out his part-time program. What are you doing in part-time work? Reports on progress and results of your work with the out-of-school group are welcomed by the editor.

16. How many members in your family? _____
Older brothers at home _____
Younger brothers at home _____
17. What vocation do you prefer? _____

Committee on surveys:

J. O. Newcomer, Tiskilwa, Illinois
C. B. Barclay, Kirbyville, Texas
Alton Young, Kearney, Nebraska

II. Methods and Problems of Recruiting Students

Objective: Ways and means of recruiting students for a part-time class in agriculture.

I. Personal contact

- a. Teacher—home interview
- b. Future Farmer of America
- c. Key boys

II. Letters

- a. Circular
- b. Personal

III. Organized groups

- a. Future Farmers of America
- b. Parent Teacher Association
- c. Farm Bureau
- d. Grange
- e. Farmers Union
- f. American Legion
- g. Legion auxiliary
- h. Chamber of Commerce
- i. Civic clubs

IV. Newspapers

- a. General article
- b. Letters

V. Special meetings

VI. Window display

VII. Key people

- a. County superintendent of schools
- b. 4-H club leaders
- c. Banker
- d. County agent
- e. Business man
- f. Rural teacher
- g. High school principal

VIII. Certificates for efficiency

IX. Telephones

X. Radio

Committee:

E. L. Rich, Good Hope, Illinois
L. F. Lenta, Belleville, Illinois
I. E. Barkley, Plattville, Colorado

III. Organization of Part-Time Schools

A. Determining the needs of Part-Time schools.

- I. Make a preliminary survey
 - a. Confer with the following community leaders:
 1. Superintendent and principal
 2. School board
 3. County superintendent
 4. Advisory committee (where such exist)
 5. Key men: Farmers, bankers, business men, and editor
- II. Survey community for information as to available part-time pupils
 - a. See Part No. I

B. Selecting and organizing units to be taught.

- I. (Long-time program in mind)
 - a. Deciding on subjects to be taught.
 - a. Other than agriculture

1. Farm arithmetic
2. Business English
3. Civics
4. Physics
5. Spelling
6. Health
7. Sociology

Survey sheets should be studied to determine the training the group has had in such subjects as English, arithmetic, and civics. The amount of time available for essential non-agricultural subjects. The instructor should determine if satisfactory help can be secured or should be used from the high school teaching staff. Arithmetic, English and civics should be favored.

b. Agriculture

1. Farm operative units
2. Farm managerial units
3. Farm informational units
4. Farm instructional units

Not more than two enterprises should be selected. Enterprises should be selected at least tentatively, in advance of the first meeting. Study data from individual survey sheets. Determine preference of each boy thru discussion while enrolling him. Favor an enterprise meeting the following features:

1. Of interest to as many of the students as possible.
2. Ample facilities at home.
3. Offering the possibility of good results in one year for new part-time students.
4. Offering financial returns.
5. Requiring a minimum of capital outlay for new students.

C. Time of meetings

- I. All day or in the afternoon
- II. In the evening
- III. On Saturdays
- IV. During busy seasons, when needs arise

D. Place of meetings

- I. Agriculture department
- II. Rural school buildings
- III. Church buildings
- IV. Community halls
- V. At different homes

E. Length of meetings

- I. Ninety minutes

F. Number of meetings

- I. From 15 upward

G. Frequency of meetings

- I. Daily
- II. Weekly
- III. Biweekly
- IV. Monthly (For large groups in scattered territory)

H. Instructors to be used

- I. Vocational agriculture teacher
- II. Special teachers of part-time work

Committee:

Alton Young, Kearney, Nebraska
I. O. Hembre, Cumberland, Wisconsin
C. B. Barclay, Kirbyville, Texas

IV. Ways and Means of Organizing Courses of Instruction

Some Principles fundamental to a well organized course.

1. Correlate the work with that of the all-day classes. This involves no direct connection except that some members will have taken work in vocational agriculture in high school classes and subject matter will be a continuation of former work.
2. Give some time to the scientific background of subject matter. A training capable of managing a farming enterprise needs to have an intimate contact with contributory sciences.
3. Develop the value and plan of co-operative action in productive enterprises undertaken as more adequate returns are usually associated with specialized production.
4. Courses should be related to enterprise successful in the area. Courses on new enterprises often develop new sources of income.
5. Courses should be planned to continue thru a series of years. An organized long time program adds strength and interest to work.
6. Courses should be planned with the object in view of establishing the boy on the farm on a sound managerial basis.
7. Individual needs and problems should be solved thru group and individual study and instruction. This will help adjust the wide variation in personal attainments of different members of group.

8. Course planning to give the constructive and operative abilities action and development will add to the training and interest.
9. Arrange course to secure seasonal sequence of jobs for demonstration and practice.
10. Have a few jobs well taught rather than too many superficially.
11. Secure and use illustrative material relative to course.
12. Aim to arrange course to attain definite and completed objectives but pliable enough to meet changing needs.

KINDS OF COURSES

1. Crop production courses
2. Animal production courses
3. Farm management
4. Farm mechanics
5. Farm finance and credit problems
6. Marketing farm products

Committee:

L. B. McWethy, Cheyenne, Wyoming
H. D. Allison, Kirkwood, Illinois
E. L. Rich, Good Hope, Illinois

V. Method of Conducting the Part-Time School

1. The class should begin on time and stop on time.
2. The developmental or informational approach should be used to secure the interest of the group. (Open discussion, leading questions, experienced member reports, individual to report, and outside speaker.)
3. Interest in the course may be stimulated by a. Certificates given for attendance.
b. Tours arranged for those who have attended regularly.
4. Every opportunity possible should be used to develop responsibility and student leadership and contact leaders of group personally.
5. The instructor must always keep in mind the lesson, objectives, and guard against too much foreign discussion. The discussion should be orderly and yet informal.
6. Lesson plans should be used only as a guide and left in the background as much as possible.
7. Illustrative material should be used whenever there is good material available. (Film strips, blackboard, charts, models, samples, drawings, field trips.)
8. Use key farmers for illustrations.
9. The kind of reading matter used should be varied according to the training and ability of the individual. Good farm papers are especially good references.
10. Demonstration methods should be utilized in the presentation step whenever practical.
11. Conclusions of approved practice should be outlined on blackboard.
12. The application of approved practice should constitute plans for the boys' supervised practice.
13. Notebook work and note taking should be reduced to a minimum.
14. The instructor should be sure the objective is reached as nearly as possible in the classroom before leaving the lesson topic.
15. The relationship with the problem for the next lesson should be formed.

Committee:

R. G. Howard, Lovington, New Mexico
M. A. Massey, Barclay, Nebraska
Fred Mares, Bridgewater, South Dakota
T. D. Vanderhoof, Arvada, Colorado

VI. Recreational and Social Program

Objective: To lead young people to like each other better and to live, work and play together more pleasantly and successfully.

MEANS OF SOCIALIZING

A. Entertainment at meetings

1. Group singing
 - a. Before or after class or both (10 to 15 minutes)
2. Individual
 - a. Musical selections
 - b. Readings
 - c. Stunts
3. Small groups
 - a. Duets
 - b. Orchestras
 - c. Debates
 - d. Short plays
4. Games and sports
(In most cases after class or at special meetings select leaders or captains)

SPORTS

- a. Basketball
- b. Volleyball
- c. Indoor baseball
- d. Box hockey
- e. Kickball
- f. Boxing
- g. Wrestling
- h. Handball
- i. Touchball
- j. Soccerball
- k. Chinese boxing

GAMES

- a. Gym games
- b. Chess
- c. Checkers
- d. Ping pong
- e. Horseshoes

B. Outdoor activities

1. Picnics
2. Parties
3. Camps
 - a. Hunting
 - b. Fishing
 - c. Swimming
4. Tours
 - a. Fairs
 - b. Industrial and civic
 - c. State and national parks
 - d. Market
 - e. Farm tours
 - f. Educational

C. Reading

1. Traveling libraries
2. Local libraries (city or school)
3. Magazines and newspapers
 - a. Selected materials may be brought to school
4. Exchange of books and magazines

D. Visual entertainment

1. Movies
2. Film strips

REFERENCES

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Part-Time Classes for Rural Youth of Iowa, Iowa State College Bulletin, Department of Vocational Education.
Leisure Reading for Vocational Boys, Agricultural Education Magazine, December 1934.
Ohio State University Recreational Association Booklet on Games (small charge).
Games and Recreation Leadership in Chapter and Community, by R. B. Smith, State Adviser, Little Rock, Ark. Price 30c.
Rural Pageants, Cornell University Bulletin.
National Recreational Association, Washington, D. C.
Church Recreation Association, Delaware, Ohio.

Committee:

L. T. Clark, Olney, Illinois
L. L. Gibbons, Willard, Colorado
I. O. Hembre, Cumberland, Wisconsin
J. A. Diltz, Hunler, Oklahoma
W. H. Dowell, Minonk, Illinois

VII. Supervised Practice Program

A. Selection of enterprises

1. Enterprises should be selected by the individual student
 - a. As soon as possible after class starts
 - b. With assistance of the instructor
 - c. With the co-operation of the parents
 - d. With long time program in mind
2. Thru individual conferences
 - a. Justified in the classroom if possible
 - b. Outside of class
3. Determine the adaptability of the enterprise
 - a. Are finances available
 - b. Consider the boys interests
 - c. Probable financial returns
 - d. Time available
 - e. Adaptability to pupils conditions
 - f. Opportunities for improved practices
4. The use of supplementary and improved practices in addition to individual enterprises.
 - a. To develop farm skills

B. Instructor should direct planning

1. As soon as something has been developed
 - a. The boy should complete a portion of his plans with each lesson
2. Plans should be brief, practical and specific
 - a. Setting forth objectives
 - b. Show scope and plans for operations

C. Supervising and directing the practice

1. By visits when the instructor is most needed
2. Personal letters
3. Direct attention to printed matter related to enterprises
4. Monthly meetings of group when class is not in session

D. Supervising and directing the keeping of records

1. Only a simple system should be used
 - a. Only facts necessary to complete final analysis
2. Teach a lesson emphasizing the need of keeping records
3. Instructor should assist when visiting
 - a. If necessary set down some items indicating method
4. Closing and completing records will require assistance of instructor and close supervision
5. Closing records and analyzing them is a conference job for individual or small groups with the teacher
6. The keeping of accurate records will be encouraged by the use of such records in class study

Committee:

Geo. P. Grout, Panhandle, Texas
R. O. Johnson, Greeley, Colorado
L. L. Gibbons, Willard, Colorado

VIII. Organization of Young Men's Agricultural Associations or Young Farmers' Clubs

I. Foreword:

Due to the differences in age, experience, training, interest, and status in the family which exist between the all-day and part-time boys, we feel that a separate organization for these two groups would prove helpful to both.

II. Purposes:

- A. Lead young people to an appreciation of wholesome companionship and to develop the ability to co-operate harmoniously and successfully
- B. Interest them in problems of agriculture and country life
- C. Train them for rural leadership
- D. Provide occupational guidance and training
- E. Encourage improved use of leisure time
- F. Train for better home and family life
- G. Develop character
- H. To develop ability on the part of farm youth
 1. Participate in the activities
 2. To foster institutions

3. To appreciate value

III. Organization:

A. Name

1. Young farmers' clubs
2. Progressive Farmers of America
3. Young Men's Agricultural Associations
4. Neophytes of the Farm

B. Steps in organization

1. See survey (I)
2. See recruiting students (II)

C. General plan

1. Membership
 - a. Eligibility
 - b. Rank or degree. Requirements to be worked out for each based upon achievement. Must be an actual farmer
 - (1) Scrub Farmer
 - (2) Laboring Farmer
 - (3) Tenant Farmer
 - (4) Dirt Farmer
 - (5) Master or Modern Farmer

2. Officers

- a. President
- b. Vice-president
- c. Secretary
- d. Treasurer
- e. Reporter

3. Committees

- a. Program of work—to be made up of officers or chairmen of the various committees
 - (1) Recreation
 - (2) Community service
 - (3) Membership—attendance in part-time class required
 - (4) Publicity—Reporter—Chairman
 - (5) Thrift—saving, investment, and ownership
 - (6) Co-operative activities

4. Meetings (minimum of 12 meetings per year not including part-time class sessions)

5. Time of meetings

- a. Evenings
- b. Afternoon
- c. Saturday
- d. Recreational

6. Character of meetings

- a. Business
- b. Educational
- c. Recreational
- d. Home
- e. Church

7. Place of meeting

- a. Agricultural room
- b. Community hall
- c. Rural school
- d. Home
- e. Church

IV. Promoters or backers of this movement

A. Educational agencies

1. State department of vocational agriculture
2. Local school authorities
3. State board of vocational education
4. Parent-teacher association
5. State vocational agriculture teachers' association
6. Department of agricultural education
7. County superintendent of schools
8. County agent

B. Farm organizations

1. General farm organizations
2. Co-operative organizations
3. Councilors of agriculture—Heads of farm and educational organizations
4. Future Farmers of America

C. Civic organizations

1. Chambers of commerce
2. Service clubs
3. Community clubs

D. Publicity agencies

1. Local newspapers
2. Farm papers
3. Agricultural education magazines
4. School papers and yearbooks
5. Radio programs
6. Daily newspapers
7. Educational magazines

References:

1. What Rural Young People Do and Want to Do
2. What Farm Young People Like and Want
3. Rural Youth and Education
4. Rural Youth and Rehabilitation
5. All of the above, Rural Youth and Rural Life Series—University of Wisconsin
6. Fun and Work for Future Farmers, Interstate Printing Co., Danville, Illinois
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8. Report of Conference on Out-of-School Farm Youth, United States Department of Interior, Office of Education, Vocational Education, Washington, D. C.
9. Connecticut Rural Youth and Farming Occupations, Connecticut Agricultural College—Bulletin No. 182.
10. Ohio—Ruble—Young Men's Farming Clubs.

Committee:

Ernest W. Vathauer, St. Elmo, Illinois
I. O. Hembre, Cumberland, Wisconsin
J. O. Newcomer, Tiskilwa, Illinois
E. L. Rich, Good Hope, Illinois
J. C. McAdams, Crockett, Texas

IX Placing Part-Time Pupils

I. Analyze the personality and individual characteristics of the person

- A. Personality and character traits
 1. Initiative
 2. Mentality
 3. Dependability
 4. Honesty
 5. Aggressiveness
 6. Resourcefulness
 7. Reliability
 8. Attitude
 9. Aptitude
 10. Interests
 11. Ability
- B. His family and their environment
 1. Attitude toward employment
 2. Interest in the boy
 3. Financial situation
 4. Determine need (see survey)

- II. Determine need for assistance in placement apart from present employment
 - A. Temporary employment
 1. Opportunities for education
 2. C. C. C. Camp
 3. Opportunities for vocational training
 - B. Permanent employment
 - III. Survey and develop placement opportunities
 - A. On home farm
 - B. In the community
 - C. Credit facilities
 1. Men of financial means
 2. Insurance company
 3. Older farmers
 - D. In related occupations
 - E. In occupations other than farming
 - F. Government rehabilitation program
 1. Vocational
 2. Emergency
 - IV. Provide for a progressive selective placement program
 - A. Advisory committee to contact vocational opportunities of employment with the interest, abilities, and accomplishments of the young man in class
 - V. Develop systematic instruction in vocational guidance
 - A. An entire part-time course. (See reference 3.)
 - B. Correlate an occasional lesson with other courses
 - VI. Show how farmers of the community have been established
 - A. Case examples
 - VII. Develop feeling of responsibility in assisting with satisfactory placement
 - A. On part of parents
 - B. On part of business men
 - C. On part of relatives
 - D. On part of school system
 - VIII. References:
 1. Agricultural Education Magazine, February 1935, p. 121: Characteristics and Needs of Rural Youth, by T. B. Manny
 2. Agricultural Education Magazine, February 1935, p. 125: The Problem of the Out-of-School Farm Youth, by D. M. Clements
 3. Technique of Discussion Leadership, p. 7, by Eugene Merritt
 4. Report of Out-of-School Farm Youth, p. 9, Federal Agricultural Education Service
- Committee:
- L. T. Clark, Olney, Illinois
 Geo. P. Grout, Panhandle, Texas
 R. G. Howard, Lovington, New Mexico
 L. B. McWethy, Cheyenne, Wyoming

Plans for Organizing and Conducting a Part-Time Class

R. G. HOWARD, Instructor of Agriculture,
 Lovington, New Mexico

LOVINGTON community extends 12 miles north, 30 miles west, 10 miles south, and 16 miles east of the town. This particular strip of country lies on the western edge of the West Texas Plains and is called the Llano Estacado. It is very level, although sloping slightly to the southeast, and ends abruptly at the western edge in a bluff called the Caprock which drops approximately 400 feet. On top of the Caprock the land is smooth, for the most part free from brush, and grows wonderful native gramma grass, but is badly spotted with outcroppings of gravel making only about 20 percent of the land tillable. Below the Caprock the terrain rolls away toward the Pecos River in hills and sand dunes.

About half of what we have described as the Lovington Community is in a so-called shallow water belt where ground water is obtained at depths ranging from 20 to 50 feet, and in quantities sufficient for irrigation (800 gallons per minute or more) at not deeper than 70 feet.

The country is chiefly given over to sheep and cattle raising, although huge gas and oil deposits are being developed just outside of the Lovington district. There has been quite a bit of dry land farming utilized for growing winter feed for live stock. However, more often than not, the withering heat and blistering sand storms allow only a harvest of discouragement. A few of the more progressive farmers have taken advantage of

the shallow water and are insuring themselves at least an annual income.

FOR various reasons there are less out-of-school farm boys who would fall in the part-time group than there are in most areas. To begin with, one must remember the population is very scattered and many of these boys who have gone to school and grown up here have become discouraged because of low farm prices and have gone into oil field work some 20 miles to the south; others have gone to C. C. C. Camps; some are going to college; and still others have moved into town where they work for rather low wages in service stations, as truck drivers, etc.

However, there is no doubt but that this described area of approximately a thousand square miles still holds quite a number of boys who would be interested in part-time classes in agriculture. They are of the Anglo-American race and have left school at ages varying from 10 to 18 years. Very few have ever had any college work as these ranch people considered it a waste of time to go to college. There has been considerable 4-H club work done in this territory and, although it has been with younger boys, will doubtless furnish a basis for part-time school. Vocational agriculture was not taught in the district until the year 1934-35 so F. F. A. alumni cannot be depended upon.

It will be essential here to make a house to house survey, making of course as complete a record as possible of miscellaneous and personal information of each of the boys encountered. These people by nature and tradition are very hospitable and all are anxious to help a friend. In some instances, because of financial hardships, wooden boxes are used for chairs and tables, but the visitor may always be assured that he is welcome to the best box to be had. The only hardship connected with this survey would be the roads which are in many cases no better than open prairie.

There are several groups of people in the community who would need to be "sold" on the idea of a part-time school, probably the most difficult being the fathers and old-time ranchers. This country contains some splendid Hereford cattle and Ramboulett sheep and many of these old timers have spent their entire lifetime making a living by trading livestock; so that recognition of perfect specimens, accurate judging as to weight and condition, and instant knowledge of every defect and attribute is second nature with them. This group of people with two generations of cow country lore as their background are a bit suspicious of any agricultural specialist who does not know livestock fully as well as they themselves. Probably the best way of approaching this group would be to explain to them the benefits which such a school might have in regard to the present trend of agricultural economics and the Agricultural Adjustment Act. Sometimes they are a little dubious of the Agricultural Adjustment Act and the present administration because they firmly believe that what they do is no one else's business. Most of this difficulty could probably be overcome with the promise of a thorough study of the workings of our era of agriculture.

Local school officials are broadminded and are fully convinced of the value of

vocational training for farm boys. However, in starting a part-time school it would indeed be well to confer frequently with the superintendent and principal of the high school, and members of the board, not only because of any possible egotism but because, as school officials, they are responsible for what goes on and must be acquainted with the procedure.

There are three men who control the civic activities of the town and a considerable part of the surrounding country. Their support could be obtained by the same procedure as that of the school board, though not for the same reason. As far as the boys themselves are concerned there are three who live close to town who have won high honors in state stock judging contests and are deeply interested in that kind of work. These three boys could be used to go out and enroll 75 percent of the young men in the Lovington trade area after publicity had been given out thru older people. However, in spite of the boys' apparent leadership, it would undoubtedly be well to write a circular letter to each member of the group surveyed.

AT A preliminary meeting arranged by these means a nice bit of salesmanship could be done by demonstrations of shop work, including leather work and rope work. Probably most of the boys would be more interested in a course in farm mechanics but more success would be obtained by making some other enterprise the basis of the course and using farm mechanics as a "dessert" to the main course. In view of the agricultural possibilities, possibly the most worthwhile course would be that of pumping for irrigation in that it would be done to develop the community and would make a splendid opening for follow-up classes in every phase of irrigation farming and truck gardening. There are several men around the community who are making a success with farming by irrigation; there are others who are not; but those who are, are such a group of convincing talkers, as well as industrious farmers, that probably a few minutes' talk by some of these men would be sufficient to make the students see the advisability of studying such an enterprise.

In planning the first lesson particular emphasis would be paid to kinds of pumps, kinds of motors, capacity of pumps, depths of local wells, State Engineer's Report, and cost of complete installation. Every possible method would be used to create enthusiasm because undoubtedly the thing to convince these boys of is that farming can be made to pay if properly conducted by irrigation from shallow water wells. Teaching plans should be arranged so that there would be about four "highlight" meetings of the series. In one of them, a pump salesman, or possibly two of them, would be invited to give a short talk on pumps. In another, key farmers of the community might be invited to tell of experiences encountered with farming under irrigation. The local banker could give the boys some very interesting data, nothing specific as to individuals of course, but the general status of successful irrigation farmers of the community. In still another lesson a geologist might describe the shallow water belt, its limitations, sources of supply, etc. The last 30 or 40 minutes of each period could be spent in the shop learning fundamentals

of farm mechanics. In all probability the students would be anxious to let this part of the lesson run a longer time.

In teaching these boys who live so far in the country it would certainly behoove one to start on time and end on time even though some of them could not arrive at the time set. Not only should the class be started on time but it should be started in a business-like, interesting way and the teacher should have complete plans made for the period's work. In order to gain their interest, an experiment, a talk by one of the specialists already mentioned, or some other means of arousing attention should be employed. Then with as little direction from the teacher as possible "the ball should be kept rolling." There will be many discussions come up, important in themselves, but not related to the topic being studied, and of course these will have to be taken care of in as diplomatic a manner as possible. As much of the studying as possible should be in agricultural magazines because from past experience the boys have a dislike for anything resembling a text book and have often found bulletins very technical. The program would need to be carried thru to a definite end; a brief outline placed on the board of the work studied showing the steps up to the ultimate objective; that objective tied up with the subject of the next class discussion; and that part of the work brought to an end.

THERE is no doubt that the boys could be gathered together without any direct promise of recreational programs because of their interest in rope and leather work; however, because of the many wholesome and educational values of recreational and social programs, an organization of young men such as these would not be complete without some entertainment. There are a number of sports in which the youth of this area are familiar. Those who have been closely connected with the school in the past are interested in basketball; those who have spent some time on ranches delight in any phase of horsemanship. Probably one entertainment in the form of a rodeo would be all that could be organized and properly conducted during the course of a part-time class. However the other main sport, basketball, could be indulged in considerably during the winter months and games scheduled with the local high school and commercial teams. Baseball could probably be organized in the summer. Many of the less well known sports such as volleyball, softball, and other such games, could not be used at the present time because they are not known in the community and these people, sons of hardy pioneers, are prone to disregard what they consider games for "softies." No doubt conditions will change with introduction of these games into the high school program of athletics.

Certainly a class in vocational agriculture, part or full time, would not be complete without a supervised practice program. Most of the young men in the community of this age group who are still on farms or ranches already have a small start in some agricultural enterprise. On sheep ranches the boys own a few sheep donated by the father or neighbors as doggie lambs and raised by hand; on cattle ranches the boy may

have a number of cows and heifer calves—any steer calves are traded (by these boys) for heifer calves; on crop farms the boys seem to fare a little worse but sometimes a lad may get the crop from five or ten acres. A few are in farming for themselves and others are merely existing.

IN organizing individual supervised practice programs for the boys, one's first consideration would be the enterprises which they already have established, because in the case of the livestock, it must be remembered that the country is primarily that of ranching and will remain so, long after oil and gas deposits have become a memory. Irrigated farming can never be more than supplemental to the great stock raising industry. The next step, of course, would be the carry-over of the boy's established work and class room work to something in the field of irrigation.

Windmills could be utilized to irrigate an acre or two of land and where no irrigation could be arranged farming enterprises might be started at the lower parts of water sheds and standardized terracing employed.

There are two kinds of records that need to be kept on the activities of part-time pupils. First, the boys themselves need to keep a record of their work, simple as possible yet complete. Any of a number of good farm account books, whether originating in extension service, commercial firms, or agricultural education, could be used. These boys are usually averse to "book work" and so the advisability of farm records would need to be stressed.

The second kind of records would be that which the instructor would need to keep for himself and turn into the state office.

The only farm organization which exists other than commercial organizations in this country is the F. F. A. newly started. It would be entirely possible to organize a farm club of these younger men which might become affiliated with one of the large national orders. Probably though the boys would take considerable interest if they were organized into some sort of a band or advisory board for the F. F. A. At their age they would gladly bear the responsibility.

Of course it would be far too much to expect any member of the class to invest in a farm and equip it with \$1500 worth of pumping equipment; however, it would be reasonable to expect to get some of the boys interested in small scale truck farming with an acre or two of land irrigated from a windmill. Four inch turbine pumps sufficient to irrigate 10 acres of land can be obtained at a very reasonable price. There are several situations in the community where pumping for irrigation has been attempted but has been unprofitable. With one or two exceptions these plants with proper management could be overhauled and put on a paying basis. Of course it takes money to do this, but the present Federal Banking System with its various branches for various purposes could be utilized to considerable extent. For some reason boys of this age have not availed themselves of this particular mode of financing.

Meeting the Needs of Part-Time Boys

H. D. ALLISON, Teacher of Agriculture,
Kirkwood, Illinois

PART-TIME schools are new in western Illinois as they are in many states. We are located in a great corn, hog and beef cattle section. There are many large land-owning farmers most of whom have moved to town and have tenants or hired men on the farm. This makes for an undesirable situation in a way, in that many improvements that might be justified, especially in the home, are not made. The owner improves his home in town and all he is interested in on the farm is to get the maximum profits out of the land.

It is easily seen even without a survey that I will be dealing with three classes of boys; first, are those boys whose fathers own small farms and have not made enough to retire. Second, are those whose fathers are tenants. These fathers may or may not become owners. They are a relatively intelligent group. They make money. In fact it is comparatively easy for them to make money for they can always raise a crop of corn and soy beans in this section. One of the main prerequisites is capital for it does require a large initial outlay of capital to get a start in corn, hog, beef cattle type of farming. Of the three groups I can get more co-operation and more results from this group as they not only want to learn but they can learn and they have the finances to make needed changes. Third, is the group of boys whose fathers are hired men. The boys from this group have a hard time putting into practice what they learn. They have no room to carry on suitable projects. At other times they haven't the desire. A large percentage of the possible group that I will have will come from this group for they have by far the largest families. The hired man group are mostly Swedes or Kentuckians of the second generation. However, some of these boys who are working as hired men have the ability to become tenants.

I have taught in the present position for five years so I know some of the situations to be dealt with. There are several future farmer boys in the community who have graduated and have gone back on the farm. Those are the only boys of which I have a record.

The first thing I plan to do in preparing for a part-time school next year is to conduct a survey of the district covered by our school. This includes an area of about 100 square miles. We have a very closely knit F. F. A. chapter. Only the boys who are interested belong and out of the group of 25 members I shall select six who will help in conducting this survey. Some boys I will need to contact individually. The class will be built around a small group who are vitally interested in farming. A part of the survey will be done before school starts and it will be finished during the first month of school. The most effective way of creating interest is thru some organization or organizations. I shall use this group of future farmers and the local lodge of the Masons to sponsor and aid in organization. Of all the steps in organization this is the most important. If the part-time school does not get an organized start it is doomed to failure.

Personal contact will be depended

on mostly to get the boys interested in the schools. After I have met the boys and the Future Farmer boys have contacted them I will keep reminding them of the work by sending each of them a card before each meeting. Numerous articles in the local paper will help. The telephone will come in handy, especially in getting in contact with certain key people. I am convinced that it will be necessary to contact some of these boys several times. In fact the boys who most need the work will be the boys who tend to be the least interested at first.

Nothing very definite can be done in the organization of material until the class meets. Much of the material can be obtained from the all day classes. Before the class meets it will be well to have a list of possible subjects to be studied. We can start with the main subjects as animal husbandry, farm mechanics, etc., then sift it down to some particular phases such as milk testing, etc. If the part-time student has been prepared in advance so that he has given some thought to what he would like to study one can get more responses. The first meeting will be one of the most important meetings for at this meeting the whole program must be motivated. It is well to get started in actual work so that interest can be created for the next meeting. For instance in farm mechanics the students may do some rope work near the close of the period. A film strip thrown on the screen will prove interesting.

At the close of the lesson a few leading questions might be given which will motivate the next lesson.

I am also convinced that one should not try to cover too much ground in the selection of subjects for discussion. It requires great skill in the teacher to keep the class from going astray in the discussion. If a course in animal husbandry is chosen the subjects for discussion will hinge on some subject in beef cattle, hogs or perhaps poultry.

Perhaps the arrangements of time and meeting place and number of lessons will be left to the last of the first period after the content of the course has been discussed. The agriculture room is the proper place for the meetings. I am not at all convinced that classes can be held during the whole year in our section. The class at least should not be started until corn shucking is over in the fall which means after the first of December. The class should meet at least once a week and perhaps more often if they wish. I think a definite number of meetings should be decided on at the time of planning the course. If the group wants more meetings than the original number decided on a second course may be added.

There must be definite planning for a recreational program. This will come after the regular meeting. The program and kind of games can be worked out by a committee. A recreational program is going to be stressed more and more. The American farmer must learn to unite in organized play and any complete program must include a play period. This will serve as a motivation for the rest of the program. We will find a wide variation in the types of recreation wanted from year to year and place to place.

The whole purpose of school must be kept in mind. It is to train people to think which will lead them into a full and well-rounded life.

Part-Time Schools for Out-of-School Negro Youth

J. C. McADAMS, Supervisor Vocational Agriculture in Negro Schools, Area Five, Crockett, Texas

Foreword

THERE are 19,229 Negro boys on Texas farms who are out of school. Since the Negro agricultural departments in area five are located in typical east Texas Negro communities it is to be expected that the territory surrounding these departments has in it its share of the out-of-school youth. In view of the fact that the regular school schedule does not include any machinery for handling this group it appears that it is the responsibility of the teacher of agriculture to include in his program facilities for utilizing this valuable product of community life.

During 1933-34 many teachers in area five felt there was very little material in their communities for conducting part-time classes, but an informal survey revealed that every community had in it a wealth of part-time material. During 1934-1935 every department in area five, except one, organized and conducted a part-time class. By way of illustrating the attitude of some teachers in 1933-1934 toward part-time work consider for a moment the case of one department whose teacher reported there was no part-time material in his community. The teacher helper being interested in getting a part-time class started in this community contacted a boy in this out-of-school group who was a leader within this group. He secured the names and addresses of his associates in the community who for various reasons had dropped out of school. These boys were contacted and invited to meet at the agricultural department for the purpose of organizing a part-time class. Nineteen of these out-of-school boys met at the school and were organized into a part-time class. Please be reminded that this teacher had never conducted a part-time class because "there are not enough out-of-school boys in my community to organize a class." The out-of-school group is with us and it is the responsibility of every teacher to contact these boys and organize a part-time class.

In the light of some observations made last year in part-time class work in area five the following suggestions will deal largely with putting over a constructive program with these boys. The 1934-1935 part-time enrollment figures prove that the boys are there and are willing and anxious to participate in a part-time program.

Objectives of Part-Time Classes in Agriculture

1. The main objective in part-time classes in agriculture should be to get these boys satisfactorily established in farming on a permanent basis. A close observation of the group will often reveal that this group leaves the farm as soon as the cropping season is over, goes to town and stays until the beginning of the next cropping season, if they find employment enough to sustain them within the city limits. If part-time classes are to help these boys get themselves permanently established in farming it appears to the writer that some means of earning money

the year around must be provided on the farm. I realize the difficulties that will be faced in getting this over but if the teacher will handle each case on the merits of each boy and parent involved, giving special consideration to the status of the particular boy in the family circle and not underestimating the desires of the parents to keep the boy with them it is very probable that he will get the consent of the parents to turn over some one of the livestock or crop enterprises to the boy for development according to his own ideas, with enough contributory enterprises connected to make the farm attractive to this often styled "wayward youth."

2. To improve the ability in the rural youth to participate in and develop the rural institutions necessary and desirable for profitable and pleasant rural living.

3. To develop in rural youth the ability to adopt and appreciate the changing social and economic conditions influencing rural life.

4. To promote group action toward the creation of a better rural living in the community.

5. To create interest in a long-time program of improvement both individual and community wide.

6. To encourage thrift thru savings and investments in agricultural enterprises.

7. To develop efficient rural leadership from within the community.

Recruiting the Group

Who is supposed to make up a part-time class? Briefly, a part-time class may be defined as a class composed of members who are not enrolled in regular school anywhere, who are between the ages of 16 and 25 and who are taking instruction in agriculture and other subjects of interest to the group for at least ten ninety-minute lessons at the rate of less than five lessons a week.

Ways and Means of Recruiting the Group

1. Personal contacts:
 - (a) Individual visits by teacher.
 - (b) Individual visits by New Farmers of America members.
 - (c) Personal letters.
2. Thru organized groups:
 - (a) Churches.
 - (b) Parent-teacher associations.
 - (c) Agricultural evening schools.
3. Newspapers.
4. Special community meetings.
5. Displays in store or bank windows.
6. Key people:
 - (a) County agent.
 - (b) 4-H club leader.
 - (c) Rural teachers.
 - (d) Bankers and business men.
 - (e) Local minister.
7. Offering certificates of attendance, diplomas and prizes.

The writer wishes to suggest that of the ways mentioned above for recruiting the group the personal visit of the teacher to the home farm of the prospective part-time student seems to be the most desirable and productive of the best results. The time element in some cases enters into this procedure but with proper planning and determination on the part of the teacher IT CAN BE DONE.

Making a Part-Time Survey

Determining the need for a part-time class and the possibilities for setting up an organization might be cared for while the teacher is making his general farm survey but the getting of certain detailed information concerning the boys who might make up the class is a matter that demands extra attention. Altho this information should be filed for future use it is often advisable to refrain from getting this information in "census taker" style as the appearance of the teacher with a pencil and a set of questions sometimes creates a sense of alarm on the part of the parents. This, however, is a matter to be handled locally and the method used will depend largely on the ability of the teacher to gather information without arousing a feeling of suspicion.

Organizing the Classes and Arranging the Schedules

1. *What to teach:* The course content should be determined by the members of the group. If the majority of the members of the group are interested in and want to study one enterprise then that should be the agricultural subject considered. In case the desires of the group are too varied then the type of farming the members of the group are preparing to engage in should be made the basis of the agricultural work offered. A part-time class should be organized with a program longer than one year in mind, if any marked improvements are to be made and results secured.

2. *Time of meeting:* The time of meeting should be determined largely by the members of the group, this refers to time of year as well as to time of day. The course might be set up on a long-time intermittent or a short intensive basis, depending on the wishes of the members of the class. The teacher's desires are a minor factor in this consideration due to the fact that the teachers of agriculture are employed on a year 'round basis.

Quite often part-time classes may be conducted during the short season on a short intensive basis but it seems reasonable to think that conducted on a long-time intermittent basis and in seasonal sequence order should prove more beneficial. One important item in time of meeting is to begin and end on scheduled time with reference to both the individual meetings and the entire course.

3. *Number of meetings:* The minimum number of meetings is ten, but it usually develops that fifteen, twenty or more meetings usually prove to be more helpful. It is usually difficult to cover the material called for by a part-time group in ten meetings.

4. *Suggested schedule for a part-time class meeting on Monday, Wednesday and Friday nights for twenty nights:*

Time	Monday	Wednesday	Friday
7:00 - 7:20	—opening —	exercises including recreation	
7:20 - 8:50	—	agriculture	—
8:50 - 9:20	farm arithmetic	everyday English	civics

The above schedule is merely a suggested schedule and may be varied according to the needs and desires of the group. It has been the observation of the writer that a schedule similar to the one

above has been used with much success and seems to meet the needs of the average group. The teacher should always keep in mind that schedules and content of courses should be made according to the experiences and desires of the members of the class.

Organizing the Subject Matter and Methods of Conducting the Classes

1. The subject matter should be set up in the most logical teaching order particularly when the class is to be taught on the short intensive basis. When the class is to be conducted on the long-time intermittent basis seasonal sequence should determine, when possible, the date for teaching the various topics.

2. The method of presentation has much to do with the effectiveness of the course. Three rather popular methods of presentation suitable for use with part-time classes are "Informing," "Instructing" and "Conference." There are probably some who advocate the use of the conference method entirely but it appears that in order to do effective teaching with a part-time group it is often advisable to use all of the three above mentioned methods even during the same class period.

Examples of topics suitable for the "Informing," "Instructing" and "Conference" methods of teaching.

Informing: The informing procedure should largely be used in teaching the following topics to part-time groups because the information of the members of the group is usually very, very limited and it would therefore be difficult to get the desired information over to them by other methods.

1. What the 1936 cotton reduction contract provides for the renter, landowner and the share cropper.

2. The use of rented acres according to the Bankhead act.

3. Legal phases of a co-operative association.

4. Help available to farmers thru the Production Credit Association and how to get it.

Instructing: The instructing method may be used in cases where the members of the group have had some experience with the topics involved. One of the duties of the teacher is to increase the skill of the members of the group. By using the instructing method of teaching these topics the teacher could direct the members of the group into effectively using their skill and knowledge along improved practical lines best suited to the needs of each individual.

1. Culling hens for egg production.

2. Vaccinating hogs for cholera.

3. Control of the peach tree borer.

4. Caponizing cockerels.

Conference: The conference procedure may be used where most members of the group have had much experience. The main idea when using the conference method should be to guide the members of the group thru channels of straight thinking on these topics. The things involved in these topics would be largely of a managerial, conclusion reaching or decision making nature, thus making the conference procedure a desirable method to use.

1. Adjusting corn culture practices to produce a crop during dry seasons.

2. Varieties of cotton suitable for this community.

3. Cotton cultural practices adapted to this community.

4. Selecting the best breed of chickens for this community.

Supervised Practice

Part-time work is supposed to be a vocational program and until supervised practice is a part of it, it is a vocal program. We are not teachers of vocal but of vocational agriculture. As was suggested earlier in this material, the belief of the writer is that a good supervised practice set up would be for the boy to take over some one of the animal or crop enterprises on the home farm and develop it over a period of three or four or more years. An animal enterprise is strongly suggested because it provides year around employment and calls for contributory enterprises that would further develop the abilities of the boys. I am of the opinion that projects if thought of as we usually think of projects for all-day boys should not be considered with this group because part-time boys have reached the stage and status where they are interested in conducting something more than a mere project, if they are interested in becoming established in farming on a permanent basis. Any supervised practice program undertaken by the part-time boys should involve enough to challenge the boys best efforts and should be big enough to provide money to at least meet the immediate needs of the boy.

Agreements between the boy, the teacher, and the parents should always be in writing where they concern profits from supervised practice programs. Aside from helping to assure fair play by all concerned it gives the boy business training which many of them have not experienced.

Records

Records kept by part-time pupils need not be as detailed as those kept by all-day boys, however they should be accurate and complete enough to enable the operator to determine sources of profit and loss. In cases where former vocational boys are members of the part-time class the regular project record book might be suitable for use but in other cases it appears that farm account books distributed by feed and machinery companies should serve the purpose quite well. The keeping of records should be a requirement and to keep this before the pupils, the teacher will find it advisable to check the records being kept from time to time in class as well as during visits to the home farm.

Placement of Students

Where a satisfactory arrangement is made for the boy to conduct one of the animal enterprises on his own home farm the problem of placement should be cared for. In cases of boys not living on their own home farms it should be possible to arrange with the consent of the parents for the boy to conduct some enterprise in his own name with the landlord. Thru these or some other satisfactory arrangement the boy should be able to conduct some enterprise that would enable him to establish himself in farming, within a few years.



Future Farmers of America



Andrew Sundstrom, National F.F.A. President

Call For F. F. A. Convention

To Members of the Future Farmers of America:

As National President of the Future Farmers of America I am issuing a call for the Eighth National Convention of the organization to be held at the Baltimore Hotel in Kansas City, Missouri, October 21-24, 1935. The convention will occur in connection with the Tenth Annual National Congress of Vocational Agricultural Students at the time of the American Royal Livestock Show.

Chartered associations of F. F. A., in good standing with the national organization, are entitled to two delegates each. The officers of such associations are requested to make immediate plans for official representation and to urge other members and friends to attend the convention. With the active membership roll over the 100,000 mark this year and with corresponding advances in other major activities, 1935 is a "banner year" for the F. F. A. May we have full and complete representation at the Eighth National Convention in order to lay plans for a still greater year of accomplishment in 1936.

ANDREW SUNDSTROM
President

Beresford, South Dakota
August 1, 1935

California Future Farmers of America Exhibit at Pacific International Exposition

JULIAN A. McPHEE, Chief, Bureau of Agricultural Education, San Luis Obispo, California

"LOOK, Mom, look! There it is—the Future Farmer exhibit that the fellow was talking about over the radio!"

And Harry Trimble whisked up a corridor and out of sight. Mrs. Trimble sighed and quickened her pace. She was rapidly getting "Exposition feet," that strange world-fair malady which attacks so many of us who use the automobile or street-car to go a block or two. Scattered behind were daughter Effie, husband Frank and his brother Roger, and away to the rear, the city sister-in-law and her two children, Jack and Betty.

Before dawn the family had been stirring. The Frank Trimbles had come from the middle west to "do" California and the San Diego Exposition. The Roger Trimbles, living three hours from the Exposition city, made it a joint affair. A



J. A. McPhee

hasty trip, crammed into Roger's car, and miles of walking around the fair. Then Harry had spied something very close to his heart, as the group wandered thru the Palace of Education.

Mrs. Frank halted to collect the scattered brood and marched forward. Leaning on a rail gazing at a long miniature replica of a schoolhouse, was Harry.

"Lookie, Mom. This stage is going to start in just a second."

Sure enough, as the eight assorted Trimbles lined up, the puppet-size stage in front of them suddenly glowed with light. The sloping foreground showed a dormant orchard, with trees cleverly cut from cardboard, and a group of boys on the ground and on ladders, pruning the trees.

"Gee, lookout!" The exclamation came from little Effie, who had just crowded in close enough to see. For across the orchard came more boys—actually moving. One had a pruning saw, another an armload of brush, another a ladder. Behind came the instructor, with a chart and bulletins.

"See, it's a field trip, just like we took with Mr. Wilkins last spring," said

Harry authoritatively. "Now, let's see if the next one is going to work."

Sensing an opportunity to get in on the "ground floor" the city cousins edged along to the right just as the agriculture teacher disappeared from sight. There was a faint "click," the first stage darkened and the second sprang into light, and action.

"Golly, look at those chickens," Jack exclaimed. There were seemingly hundreds of them, and several Future Farmers in the chicken yard. Into view came another boy carrying a sack of feed, another with buckets of eggs, a third with a crate of fryers. Behind came the completion of the home project partnership, Dad and Mother.

Mrs. Roger looked up.

"Let's see, now. The first stage was 'Systematic Instruction,' and this one is 'Home Practice.' What's the next one going to be?"

Betty had run on ahead, spelling out the legend.

"Future Farmer Activities," she said, in a puzzled tone. Just then the second stage clicked off and the third one on. "Oooh, oooh, it's a fair, it's a fair!"

How I Have Interested Mountain Boys in F.F.A. Work

GEORGE ELLIS, Teacher of Agriculture,
Booneville, Kentucky

MOUNTAIN boys do not have very many facilities for recreation. The mountain boy just like all other boys must have some fun. When there is nothing to occupy their spare time they usually resort to drinking, shooting, and knifing each other which develops them into shiftless and useless citizens. The F. F. A. offers a splendid opportunity to bring this group of neglected and idle youths into a group of young men that have worthy aims, goals, and ambitions.

I have found the mountain boy to be as solid as limestone and as true as gold once his interest is captured. In order to capture his interest you must get close to him. You must win his confidence and then, and only then, is he an asset to the F. F. A. The mountain boy is interested in ACTION PLUS. In this respect they differ from the other boys. I have not been able to interest mountain boys in such games as anagrams, rook, dominoes, etc. Boxing, volleyball, baseball, and dartball catch their interest immediately.

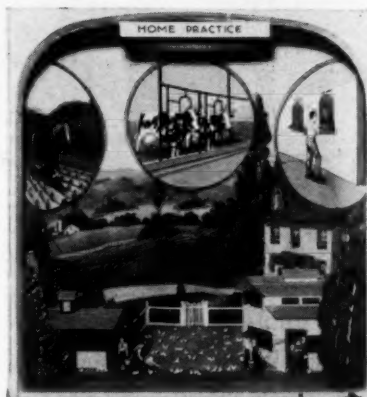
When school is in session the Owsley Chapter meets twice a month. The day meeting is strictly for business and is held after school. This meeting is short and we move as fast as we can to keep the group from losing interest. The other meeting is at night. Idleness breeds contempt, and being aware of that fact we never let any one become idle at our meetings. We are fortunate in having a motion picture machine and we order the films from the Department of Agriculture, at Washington. The films are sent free with us paying the postage. After the picture we have volleyball, boxing, and other games that have plenty of action. We have refreshments during or after the meetings. Ice cream and lemonade are very popular because that is the only chance that these boys have of obtaining these because they can not secure the ice at home.

While school is out we meet once a month in the afternoon, and have added baseball to our list of games. I believe that the boys have a good time and enjoy themselves. Our problem is not getting F. F. A. members to come; it is keeping non-members away. We have a rule that if a non-member comes he is to be paddled. After one boy had been paddled I said, "Carl, did you not know that the boys would paddle you?" Carl's reply was, "Yes, Mr. Ellis, but I wanted to come so bad that I could not stay away. I did not mind the paddling, but I was afraid that they might not let me stay after I had been paddled." When a boy will make that sacrifice he is interested and must be receiving something in return for his trouble. In order to have these good times there must be some money in the treasury. Each boy pays a seventy-five cent fee and then we raise money on outside activities. We are now making flower trellises and selling them. We buy a four inch board for ten cents, rip it every half inch, spread the prongs and paint them white, and get fifty cents for our work.

"Competition is the spice of life," and the mountain boy thrives on it.



The two pictures of the exhibit show the entire exhibit and a close-up of a typical stage. Five professional artists spent more than a month developing the paintings, set pieces and animation figures for this exhibit. The intricate nature of the work, referred to in the article, is well illustrated in the close-up picture.—The Author.



Father Frank and Uncle Roger were still continuing the mumbled conversation they had started early in the morning. Suddenly Frank's eye caught something and he, too, hurried forward.

"By gosh, it's a county fair," he said. "Sure takes me back to boyhood days."

"Nope, you're wrong, Dad," said Harry. "It's a Future Farmer fair. Why, some places the high school boys are putting on fairs all by themselves bigger's the old county fair they had when you were a boy."

There it was—livestock parade in motion, judging pavilion, flag-covered tents and all. The fourth stage, titled "Post-Graduate Program," showed the boys coming in to night school, on foot, horse, and "flivver." Then came a map of California lighted with little glass "jewels," but the Trimble's were so eager to follow the animation that they "skipped" this temporarily.

"You see, folks," said Harry, assuming the professional posture of a guide, "the first four stages are things we Future Farmers get to train us. These last four this side of the map are what we are supposed to have from our agriculture work when we get into farming."

As he was speaking, the next stage, "Intelligent Planning" came into action. It showed a young farmer seated at a desk, making out a long-time farming program in a book. Before him in animation passed "decisions," such as tractors or horses, common or certified seed, beef cattle or sheep for the range.

Next came "Efficient Production." The stage showed a field, part of which was irrigated. Across the foreground came the surveyors, marking out the grade for irrigation checks. Following them came a team and scraper, and last a "clod-breaker" to put the ground in condition for seeding.

"Orderly Marketing," showed a citrus co-operative warehouse, with trucks loaded with oranges coming into the packing plant. In the background, on the semi-circular back-drop or cyclorama, was a pair of balance scales, one pan holding a rural scene and one a city scene, depicting the exact balance necessary between supply and demand.

The last scene was "Worthy Citizenship," with the animation depicting a

group of farmers donating their time to build a community hall. As the last light flicked off, and the first stage at the far end clicked into action again, the group turned to leave, but Roger halted them.

"Just a minute. I want to go look at that map. You know, we city people just take farming for granted. I want to see where the boys of California are getting this kind of training we've been looking at."

Back they trailed to the center of the exhibit. There on the map, each located by a glass "jewel" lighted from behind, were the sites of the 130 Smith-Hughes vocational agriculture departments in the state. A legend of the six different colors used in the jewels showed the number of farm boys in each high school department.

Roger beamed with pride.

"Look at that, darn near every rural high school in the state is teaching this stuff," he said. "Of course, over in here there's a few schools that ought to have agriculture, but I guess they'll get to it in time."

Harry was almost bursting. "Shucks, Uncle Roger, we've got pretty near as many right in our state. And they're doing things just like these, all the time."

Then Frank made his only speech of the day. "You're right, Harry," he said. "The Future Farmers are on the right track, all over the country. If all the city people could see this, and go out and visit some of the classes and activities, there would be better understanding between the producer and consumer."

Mrs. Trimble's feet began to hurt again. "Come on, let's see something else," she said.

Looking Ahead—And Not Far!

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in all day class, the number of farmers receiving evening school instruction mounted to 100,000 in 1934. There is every indication that this number will steadily increase for some years to come—unless other governmental agencies are established or those now extant are give a comparably more favorable opportunity to handle this form of educational activity.

After all this preamble—too long—I'm now coming to the meat of that I want to say. We have been doing well to recognize the need for agricultural education for the farm boy in high school and for his father managing the farm, but we've been inexcusably negligent in our failure to recognize the need of the farm boy out of school. Sometimes we've had an inkling of the possibilities and the need, but we've allowed the difficulties—and they are very real—to scare us away. The time is now here, however, when we must face the situation and do something about the farm boy out of school. It's true that our federal statistics have shown that some part-time work has been conducted under the Smith-Hughes Act since 1921, but even in 1934 we had reached only slightly more than 10,000 boys. In the classic phraseology of Hank Dofunny "It ain't right, by gum!"

Now, we must put it right. In my opinion, here is a group of definitely prospective farmers with which agricultural education will have a very specific functioning value. These boys are out of school, living and working on the farm with every prospect that the large majority will continue to do so. Some have had courses in vocational agriculture in high school, they should have the opportunity to continue their studies thru part-time courses. Others have had no vocational agriculture, some even no high school—and systematic training in part-time schools would be of inestimable value to them.

We cannot dodge the issue. It is the function of society thru its public schools to give its members the best possible preparation for earning a living. The schools are reaching out beyond their four walls by means of continued educational opportunities and vocational agriculture must meet the issue.

But can one vocational agriculture teacher do all this, high school classes, part-time courses, evening schools for adults? If he can't, then hire another teacher to help him! If this can't be done for any reason, then this writer is willing to say "Cut down on the all-day program in order that part-time work may be made available." Space will not permit the outlining of supporting arguments but I believe that I am justified in the statement. I'll be still more radical and dare to say, that, unless other agencies interfere, the time will come when the all-day classes in vocational agriculture will be relatively of much less importance in our program as compared with the evening schools and especially part-time courses.—S. D.

"THE selection of subject matter is the most important means of improving teachers in service."—Barr and Burton.

A Collegiate Chapter of Future Farmers of America

(Continued from page 55)

and one of its worthy rivals, the homecoming dance, and the homecoming parade. In the year 1934-1935, the collegiate chapter of Future Farmers equipped a float which set forth in legend the ideals of Future Farmers of America.

5. *Sponsoring grain, vegetable, and other farm products exhibit by rural school students at Farmers' Week.* All students in the sixth, seventh and eighth grades in the rural schools are eligible to participate in the exhibit. The special committee of the collegiate chapter of Future Farmers has for its responsibility the selection of the classes of farm products that may be entered in the exhibit, the stimulation of students in rural school to desire to participate in the exhibit, the determination of the prizes to be offered for the best exhibits, and finally the award of the prizes as a part of one of the programs of the Farmers' Week. This item in the program of work requires that the trainees from the college contact the students who are to make entries in the rural schools they attend. This is excellent experience for the trainees. The chairman of the special committee from the collegiate chapter invariably is required to present the awards. This also is an item of no small value in the training of the young man.

6. *Demonstration of agricultural skills in rural schools and at meetings of rural community clubs.* The skills demonstrated by members of the collegiate chapter dealt with the analysis of magnesium limestone for the acid neutralizing effect in terms of calcium, the testing of milk for butter fat, the testing of soils for acidity, and available phosphorus, and the culling of poultry for the elimination of the low egg producers. In each case the demonstrator before appearing before an outside group was required to present his demonstration at a regular meeting of the collegiate chapter. After the demonstration and the accompanying explanations, the demonstrator was subjected to critical questions by the members of his own chapter. Finally the adviser of the collegiate chapter constructively criticized the demonstrator from the standpoints of the clarity of the presentation, the purposes and the values of the demonstration, the technique and explanations of the different steps in the demonstration, and the correctness and the completeness of the answers to questions asked by his members on different aspects of the skill.

7. *Sponsoring a basketball team to represent the agricultural department in intramural basketball tournament.* Every year for a number of years the athletic department has scheduled an intramural basketball tournament in which teams from the different departments in the college, such as the department of secondary education, industrial arts, agriculture, etc., compete. The winning team at the end of the contest is awarded an appropriate plaque. Outside of the wholesome exercise and improvement in skill in the playing of basketball, some friendly rivalry is developed among the students in the different departments, and a fine spirit of loyalty results among those in the same department.

Two other items in the program of work for the year 1934-1935 were at-

tempted, but either because of the lack of time and interest of the members of the collegiate chapter, or because there was not proper leadership these projects were not consummated:

1. *A speaking contest among the students in the department of agriculture.* The plan for the conduct of this speaking contest was essentially that of the public speaking contest of the chapters in departments of vocational agriculture in the high schools.

2. *Staging a rural life play in rural communities.* One of the reasons this item could not be credited with completion was the delay in the selection of a play deemed satisfactory by the membership.

It is hoped that this rather incomplete summary of the organization and the activities of the collegiate chapter of Future Farmers of America may bring at least two suggestions to the reader. The first of these is the value of a collegiate chapter in equipping teacher trainees in vocational agriculture for the duties of adviser in a chapter of Future Farmers in a department of vocational agriculture in a high school. The second is a desire to share with others any particular experiences with collegiate chapters of Future Farmers of America.

Better Advisers Through Collegiate Chapters

(Continued from page 55)

dividual directing that work be thoroughly familiar with the activities to be carried on in order to make it a success. Therefore, any agriculture teacher who expects to have a successful F. F. A. chapter must be trained in Future Farmer work in order to be in a position to advise with the boys on carrying out activities set up in the chapter program. An active Future Farmer chapter is a great asset to any agriculture teacher in promoting and carrying out the program in agricultural education, and it is necessary for every agricultural department to have an active chapter of Future Farmers of America so that the farm boys can receive the type of training that best suits them for leadership and citizenship, as well as for farming.

"It is necessary that those agriculture teachers who expect to train our farm youth receive all the training possible before going on the job. The associate chapter of F. F. A. is the ideal place for all prospective agriculture teachers to become thoroughly acquainted with the activities of the future farmer organization, and to be in a position to have a worth-while chapter organization when taking over their agricultural teaching duties."

The collegiate chapters of F. F. A. are of paramount importance because of their training purposes. They have accepted the responsibility of training local advisers for F. F. A. chapters and work hand in hand with state chapters to promote the welfare of the boys. Every teacher who goes out into the state, goes with the intention of being a leader among rural life.

Thus, thru the co-operative work of collegiate chapters of F. F. A., the trend of adjusting present day life to changing conditions, agriculture as a vocation is being taught in schools thruout the nation to emphasize specialization in the farm field.

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